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its wisdom. For Gaudig ranks with the most significant figures among the philosophic educators of the present, as his contribution to the great *Allgemeine Geschichte der Kultur der Gegenwart* indicates.

What an inspiration to intending teachers such talks, replete with the technical knowledge and broad literary culture of a man of university attainments, must be!

JULIUS SACHS

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Modern Educators and their Ideals. By TADASU MISAWA. New York: D. Appleton & Co., 1909. Pp. vi+304. \$1.25.

This book fulfils its avowed purpose of furnishing a sympathetic rendering, through excerpts from the originals and amplifications on the part of the author, of the fundamental educational theories and tenets of the writings of the modern beacon lights in pedagogy: Comenius, Locke, Rousseau, Kant, Basedow, Pestalozzi, Fichte, Froebel, Herbart, Spencer, Hegel, Harris, and Hall. An introductory chapter gives a brief summary of Greek and Roman education, and of the educational influences of Christianity, the Reformation, Asceticism, Humanism, and the Renaissance. The book is supplied with an excellent index and judiciously selected bibliographies. The foreign references of the latter are especially valuable.

The treatment of the various writers is of unequal merit. The author does not, for example, do full justice to the "method" or the "principles of nature" of Comenius. Among the best treatments are those of Rousseau, Froebel, Herbart, Fichte, Hegel, and Hall. The author is to be congratulated upon his inclusion of Fichte and Hegel, whose preponderant philosophical activities have been allowed almost entirely to obliterate the impression which their educational writings produced upon the contemporary educational thought and practice, or upon the educational ideals of our own day (witness, e. g., Hegel's influence upon the writings of Harris). The author has succeeded admirably in making the opposing ideals of the various writers stand out in bold relief: e. g., those of Spencer and Rousseau, as contrasted with Hegel and Harris. The contrasts, while at times somewhat strained, are often very suggestive: "If Comenius gave us the universal school in form, Pestalozzi put the soul into it. Locke was the pedagogue of the gentleman, Basedow of the bourgeois. But Pestalozzi was 'a people's pedagogue, a people's prophet'" (p. 139). "While Rousseau wanted to build a new society on the basis of his new *natural man*, who is to be educated solely through the nature of his individual self, and Pestalozzi of his new *home man*, who shall essentially grow up in and through the normal home, for Fichte, the foundation of the new nation rested on the new *social man*, who is trained in, through, and to an ideal social life" (p. 159; see also p. 194). The style of the book is attractive, and the proofreading has been done with commendable care. It is a book that can be heartily recommended to the lay reader, teachers' reading-circles, and courses conducted by county superintendents. While the professional teacher of education will find little in the book with which he is not already

familiar, its reading will serve to refresh him on much that may have passed into Lethean oblivion.

With respect to its adaptability as a textbook in the history of modern education, the book has certain weaknesses: its lack of marginal notes or topical headings, of concrete illustrations, of sufficient criticism, and of pointed summaries of what we may still consider good educational practice in the various authors' writings and of what is questionable or obsolete. The frequent quoting of excerpts tends at times to render the treatment somewhat vague and diffuse. To satisfy the needs of the American teacher it would seem, too, that a chapter should have been devoted to the rise and development of the elementary school in the United States (and to the labors of such American leaders as Mann, Barnard, and Page)—a chapter which might not have been entirely consonant with the plan of the book, but which would have supplied information with which all prospective teachers in our own schools should be conversant.

J. E. WALLACE WALLIN

CLEVELAND NORMAL TRAINING SCHOOL

The Century of the Child. By ELLEN KEY. New York: G. P. Putnam's Sons, 1909. Pp. 339.

This is a vigorously written book by one who has the intellect of a man and the heart of a woman and advanced ideas on all subjects. She believes that in the coming century all social, moral, and educational questions will be settled largely in accordance with considerations of the effects upon the welfare of children. The first chapter on "The Right of the Child to Choose His Parents," emphasizes the importance of the child being born of healthy parents who love each other regardless of whether they are married, in the present legal meaning of the word.

In the second chapter, on "The Unborn Race and Woman's Work," a very searching criticism of woman suffragists is given. She believes that woman should have the privilege of engaging in all activities that men do, but that it is very unfortunate for her and still more unfortunate for the unborn race if it is not recognized that her own nature gives her a special function in society and that the preparation for motherhood, in the case of those who expect to be mothers, should be regarded as of first importance.

The third chapter, on "Education," severely criticizes present methods of child-training in the home and condemns especially corporal punishment after three years of age, as totally unsuited to a creature possessing the nature of a human being. There are, also, many good positive suggestions regarding the development of the individuality of children.

In the next chapter on "Homelessness," the importance of parents devoting more of their energies to the home life for the good of their children is brought out. In the next chapter on "Soul Murder in the Schools," mass instruction is condemned, not only as ineffective, but as highly injurious to the developing personality of children.

In the chapter on "The School of the Future," suggestions as to what the school should be, are given. Kindergartens are to be abolished and the education